Using NAEP Data to Learn More about Diverse Learners in Michigan

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diversitydata-kids
Using data to advance child well-being and racial/ethnic equity

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Overview of Discussion

- Introduction
  - About diversitydata and diversitydata-kids and why we are here today

- Overview of dd-kids research on equity in educational opportunities
  - Focus on immigrant children and English Language Learners (ELL)

- NAEP Results

- Q&A and Discussion

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INTRODUCTION

*About diversitydata and diversitydata-kids
and why we are here today*

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diversitydata.org - Mission

- To provide metropolitan area indicators of diversity, opportunity, quality of life and health for various racial and ethnic population groups.

- The indicators provide a scorecard on diversity and opportunity, and help researchers, policymakers and community advocates to compare metro areas and advocate for policy action and social change.

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Search for an indicator, county, city, or zipcode...

Create customized reports describing over 100 measures of diversity, opportunity, and quality of life for 362 metropolitan areas.

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- Illinois
- Indiana
- Iowa
- Kansas

Indicator Topics

Population Demographics and Diversity

Housing Opportunities

Education

Health
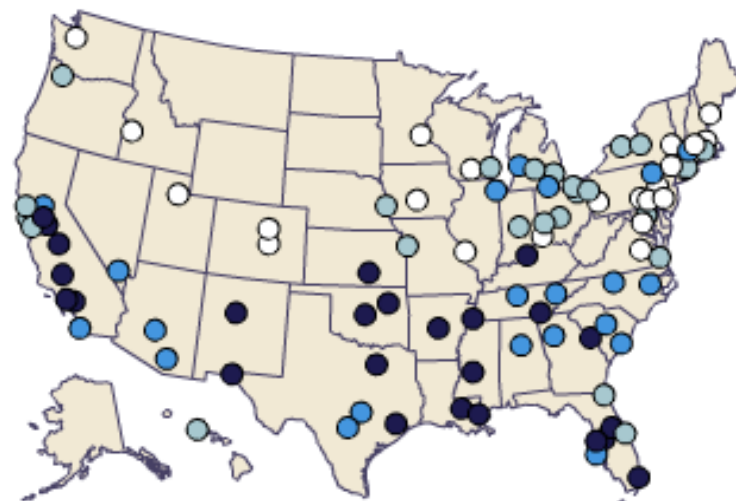
Residential Integration and Neighborhood Characteristics

Economic Opportunities

Crime

Physical Environment

FEATURED DATA

Poverty Rate in Public Primary Schools
Year: 2008-09; 100 Largest MSAs

○ 28.7% - 39.7%   ○ 39.7% - 46.3%   ● 46.3% - 52.0%   ● 52.0% - 76.6%

VIEW THE MAP

NEWS

NEW!
New report on school segregation and high-poverty schools reveals startling inequalities

Black and Hispanic children attend very different schools than do white children and are disproportionately

diversitydata.org SPECIAL REPORT

By Nancy McArdle, Theresa Osypuk, and Dolores Acevedo-García   September 2010

Segregation and Exposure to High-Poverty Schools in Large Metropolitan Areas: 2008-09

Key Findings

For public, primary schools in the 100 largest metro areas:

- Enrollment is already "majority-minority" nationally but differs greatly across regions, with the West almost 2/3rds minority (Table 1.)

- Residential segregation and school assignment plans lead to high levels of school segregation, particularly for blacks. Black segregation is highest in Chicago, Milwaukee, and New York. Hispanic segregation is highest in LA,

Summary

Schools are a key environment influencing child development, and research has documented the negative effects of concentrated-poverty schools as well as the advantages of racially/ethnically diverse learning environments. Yet, minority children continue to attend high-poverty, high-minority schools, separate from the vast majority of white children. This report describes patterns of school segregation and poverty concentration of 30,989 public primary schools in the 100 largest metropolitan areas for the 2008-09 school year. In these schools overall, enrollment is already "majority minority," with Hispanics comprising over a quarter and blacks almost a fifth of enrollment, but racial/ethnic school composition differs greatly across the country. School composition also differs within metropolitan areas. High levels of neighborhood segregation fuel high levels of school segregation. As a result, white students

The Boston Globe

MONDAY, SEPTEMBER 20, 2010

Area school segregation called rife

Hub, Springfield regions among US worst

By James Vaznis
GLOBE STAFF

Public schools in the Boston and Springfield metropolitan areas are among the most segregated in the country, often isolating black and Latino students in low-performing schools, according to a report released today by Northeastern University.

Of the 100 large metropolitan regions examined, the Springfield area ranked second (behind Los Angeles) for the most segregated schools for Latino students, while the Boston area ranked fourth (behind New York) in that same category, according to the study by faculty at the Institute on Urban Health Research at Northeastern University's Bouvé College of Health Sciences.

Among the most segregated schools for black students, Springfield ranked ninth and Boston ranked 20th.

Nationwide, black students tend to be more highly segregated than their Latino peers, according to one of the report's authors, although in the two Massachusetts regions studied, the degree of segregation is roughly the same for both groups.

Overall, metropolitan areas in the Northeast and Midwest dominated the rankings for the most segregated schools — the repercussions of segregated housing patterns and centuries-old practices of school districts run mostly by individual cities and towns, rather than by counties, the authors said.

That fragmented approach to public education has great consequences for black and Latino students, who often end up at schools with low achievement, less parental involvement, high rates of ab-

SEGREGATED SCHOOLS, Page A12

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- dd-kids is a data-driven policy research project that uses data to advance child well-being and racial/ethnic equity
  - Second generation project that extends diversitydata.org
  - Equity in educational opportunities is a key dd-kids focus
- What's new:
  - Innovative indicators
  - Geography of Opportunity framework
  - New collaborators
  - New website (GIS)
  - Evidence-based policy research reviews
  - Policy Equity Tool

Goals for Today

- ## Share with you some dd-kids research that (we hope) will inform your work

  – Background/contextual research about vulnerable students, with special focus on immigrant children/families and ELLs

- ## Hear your ideas and challenges

  – What questions you would like the data to answer about your students that would help you in your work?

  – What ideas/challenges do you have for using available data to inform discussions about equity?

Our overarching goal is to identify data sources and data uses that capture the extent to which children have (or lack) equality of educational opportunity…

…two way discussions with local partners (like you) are critical to the effectiveness and relevance of our work to practitioners, policymakers and local leaders

OVERVIEW OF DD-KIDS RESEARCH ON EQUITY IN EDUCATIONAL OPPORTUNITIES

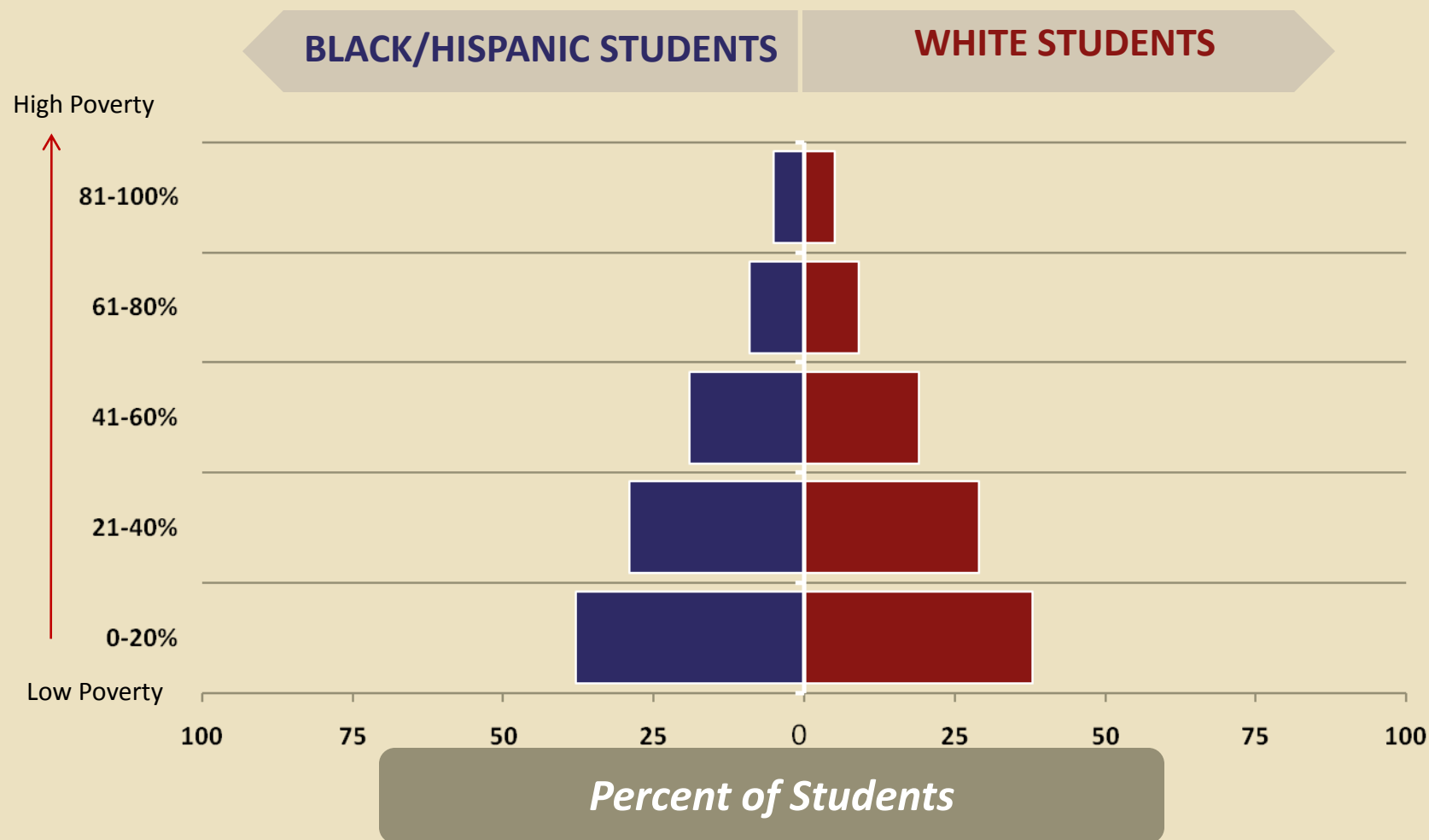*Focus on Immigrant Children and
English Language Learners*

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There are large racial/ethnic inequalities in children's access to opportunity neighborhoods/schools...

Black/Hispanic Primary School Students Attend Schools with Dramatically Higher Shares Black/Hispanic Students Than Do Whites

(Percent of Students Attending Schools by Black/Hispanic Share of Enrollment: 2008-09)
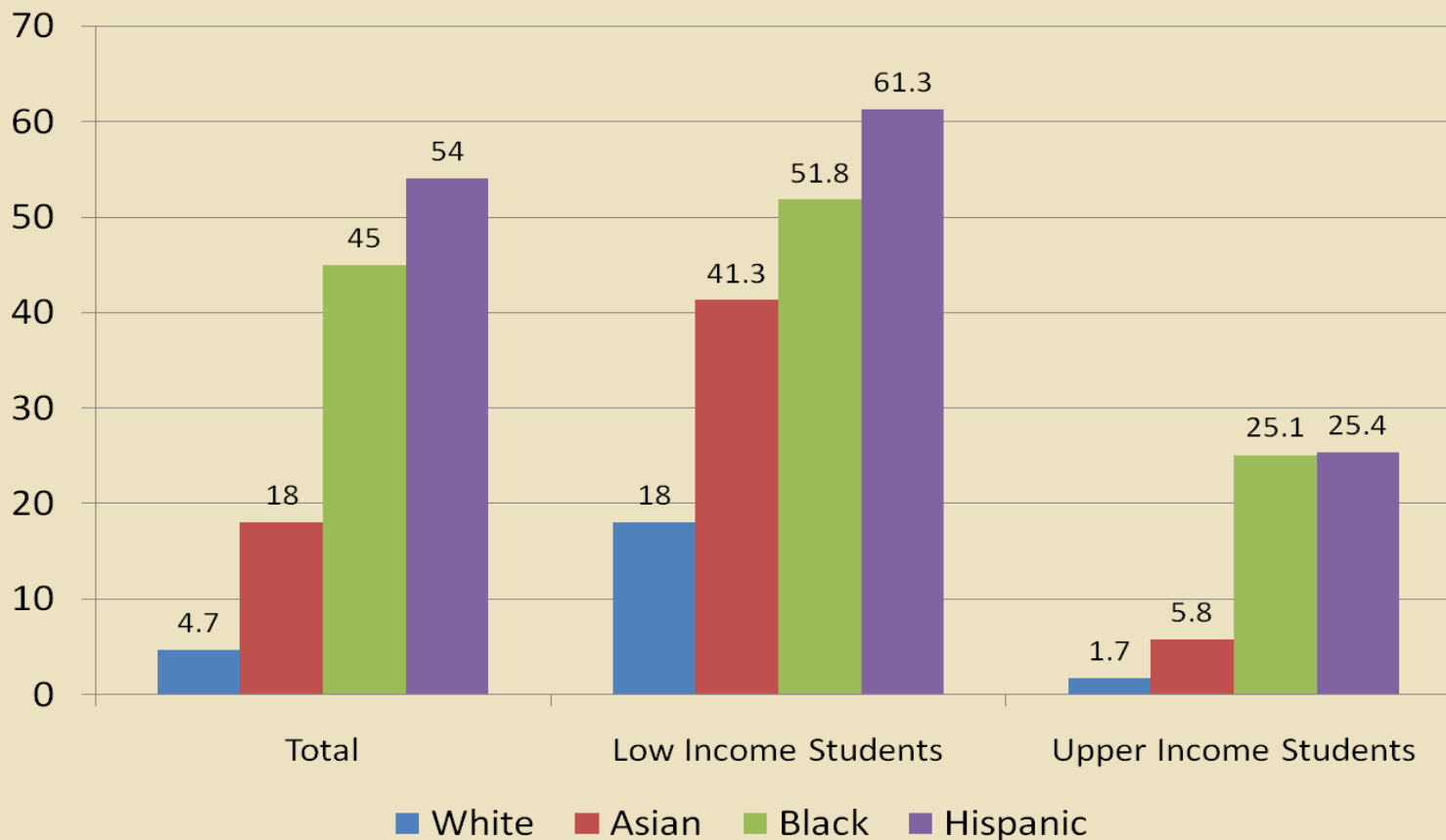
Source: Diversitydata.org analysis of National Center for Education Statistics, Common Core of Data, 2008-09.

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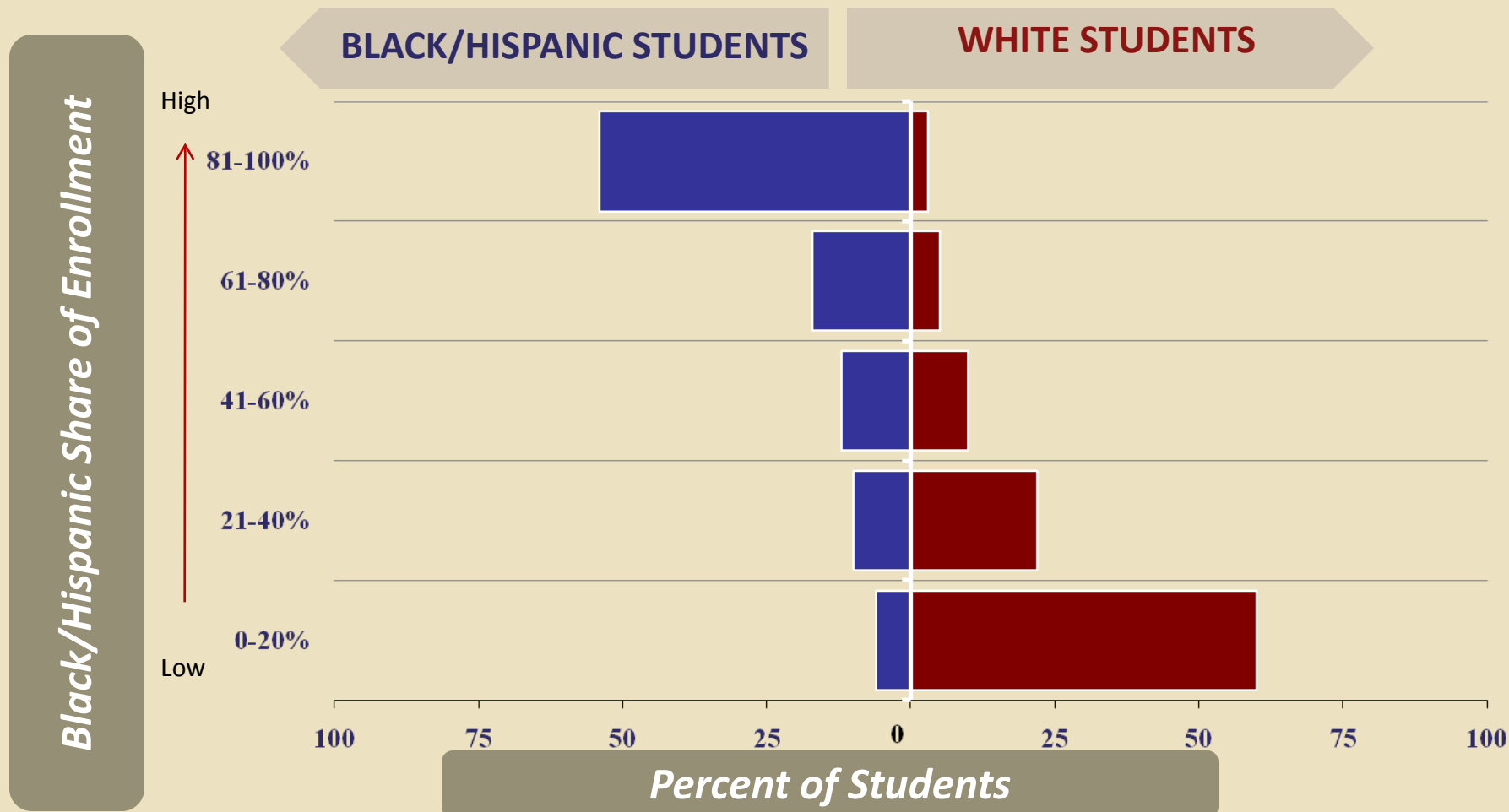
…Our research suggests that racial/ethnic inequities in educational opportunities can not be explained by income alone….

Low-Income Minorities Much More Likely to Attend High-Poverty Schools than Low-Income White Students

Percent of MA Public Primary School Students in Schools with Poverty Rates Over 75%: 2009-10

	White	Asian	Black	Hispanic
Total	4.7	18	45	54
Low Income Students	18	41.3	51.8	61.3
Upper Income Students	1.7	5.8	25.1	25.4

Note: Excludes schools with students in grade 9 or higher. Income levels and poverty defined as free/reduced lunch eligibility. Excludes data on racial groups in schools with less than six students total of that particular group, reflecting MA DOE suppression of that data. Source: Diversitydata.org calculations of MA Dept. of Education enrollment data for 2009-10 school year.

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…An emergent issue in education and civil rights is equity in educational opportunities for immigrant children and English Language Learners (ELLs)…

Amina, age 15, Kenya

"We came here to have a better life, get an education and help the new community. Today I have a happier and healthier life. Now we are happy and I on my way to college."
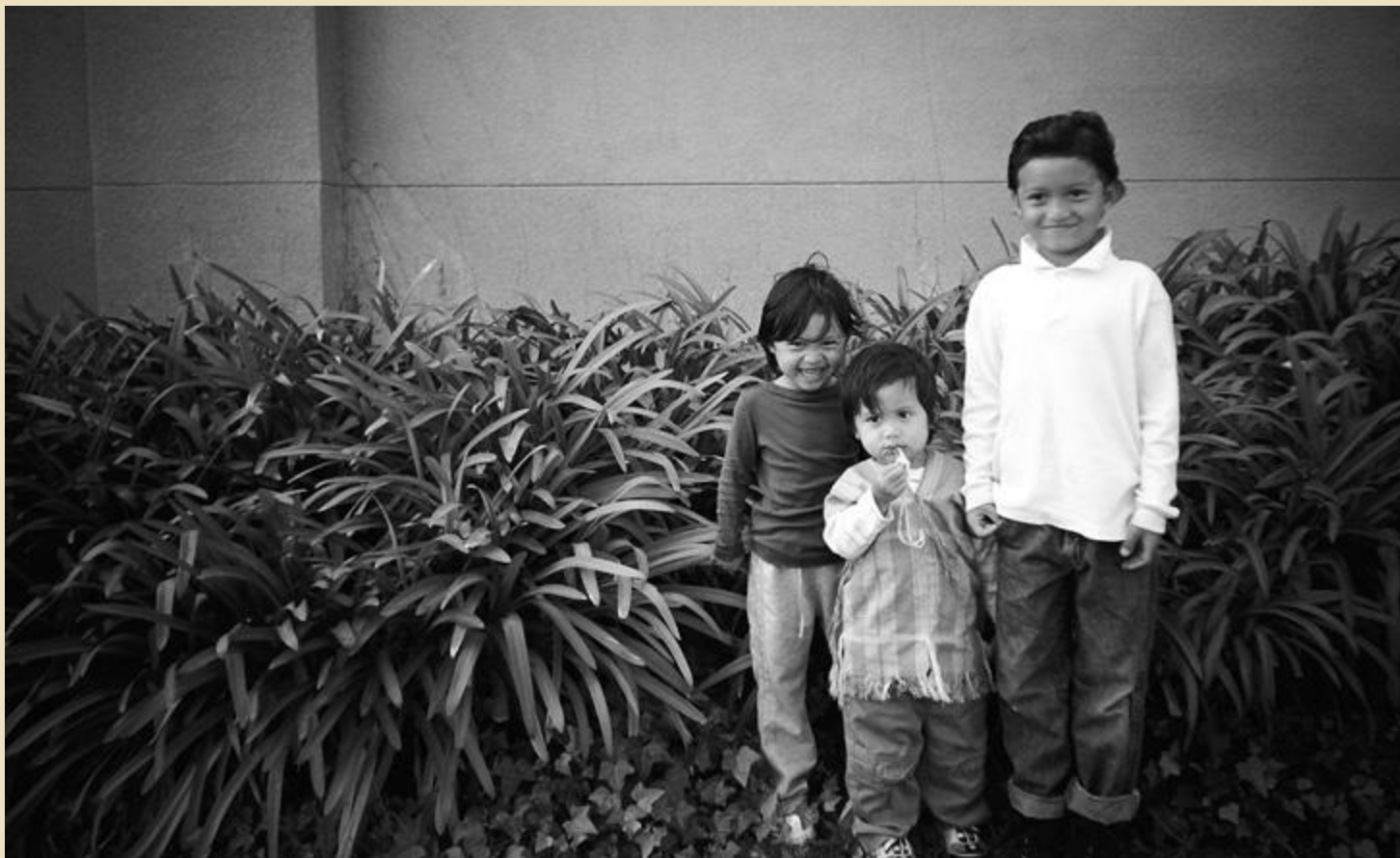
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Khalil, age 11, Iraq

"When I came to U.S. I felt stupid because I don't know anything--how to talk or understand. Then I found my best teacher that helped me to learn English."

Paw May, age 14, Burma

"I love my community because of the people around me that try to keep us safe."

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# Photographs and captions by the AjA Project

AjA, a non-profit organization headquartered in San Diego, CA, uses participatory photography methods in after-school and in-school programs to encourage immigrant and refugee youth to think critically about their identities, develop leadership skills and increase their social capacities.

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Increasing racial/ethnic diversity of the U.S. child population reflects trends in immigration
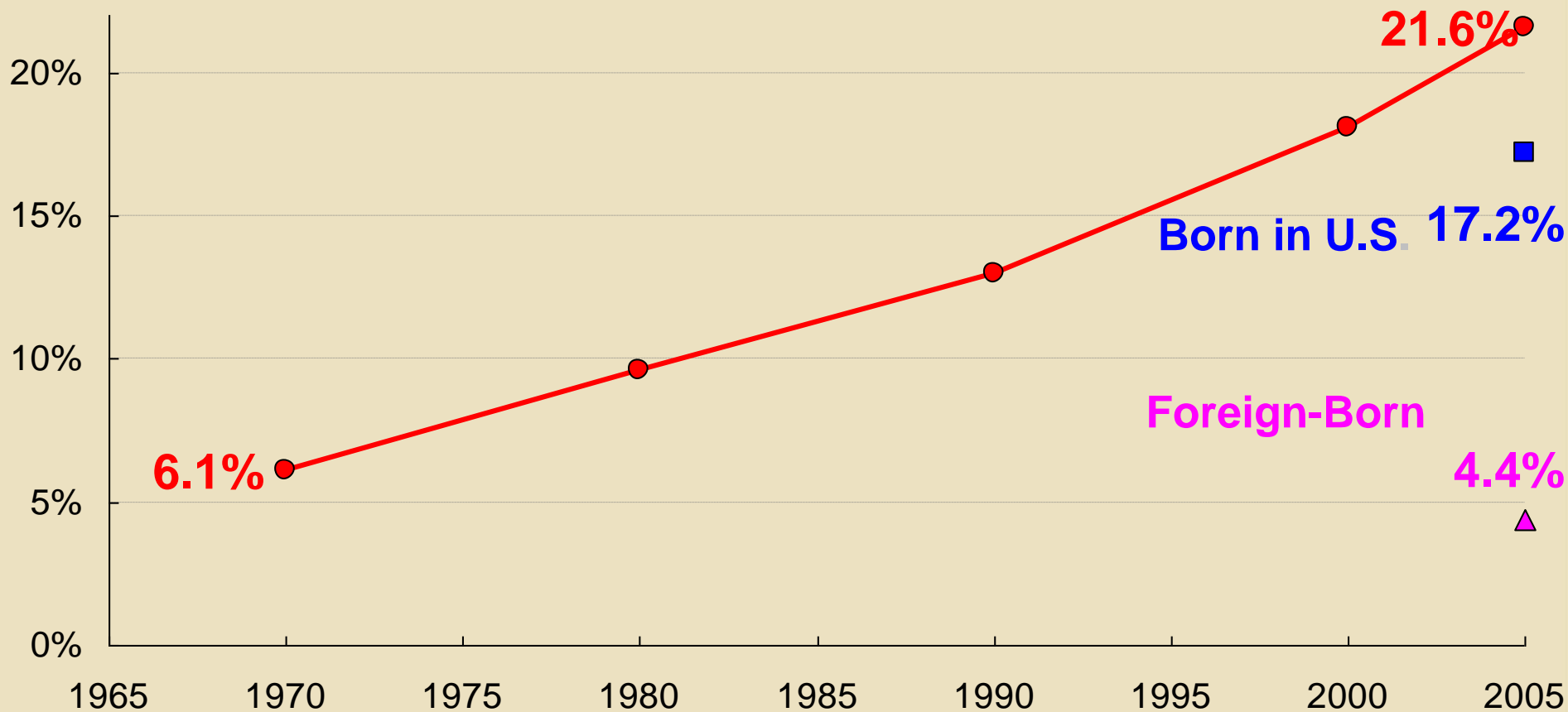
Racial/Ethnic Composition of the Child Population: 1980-2050
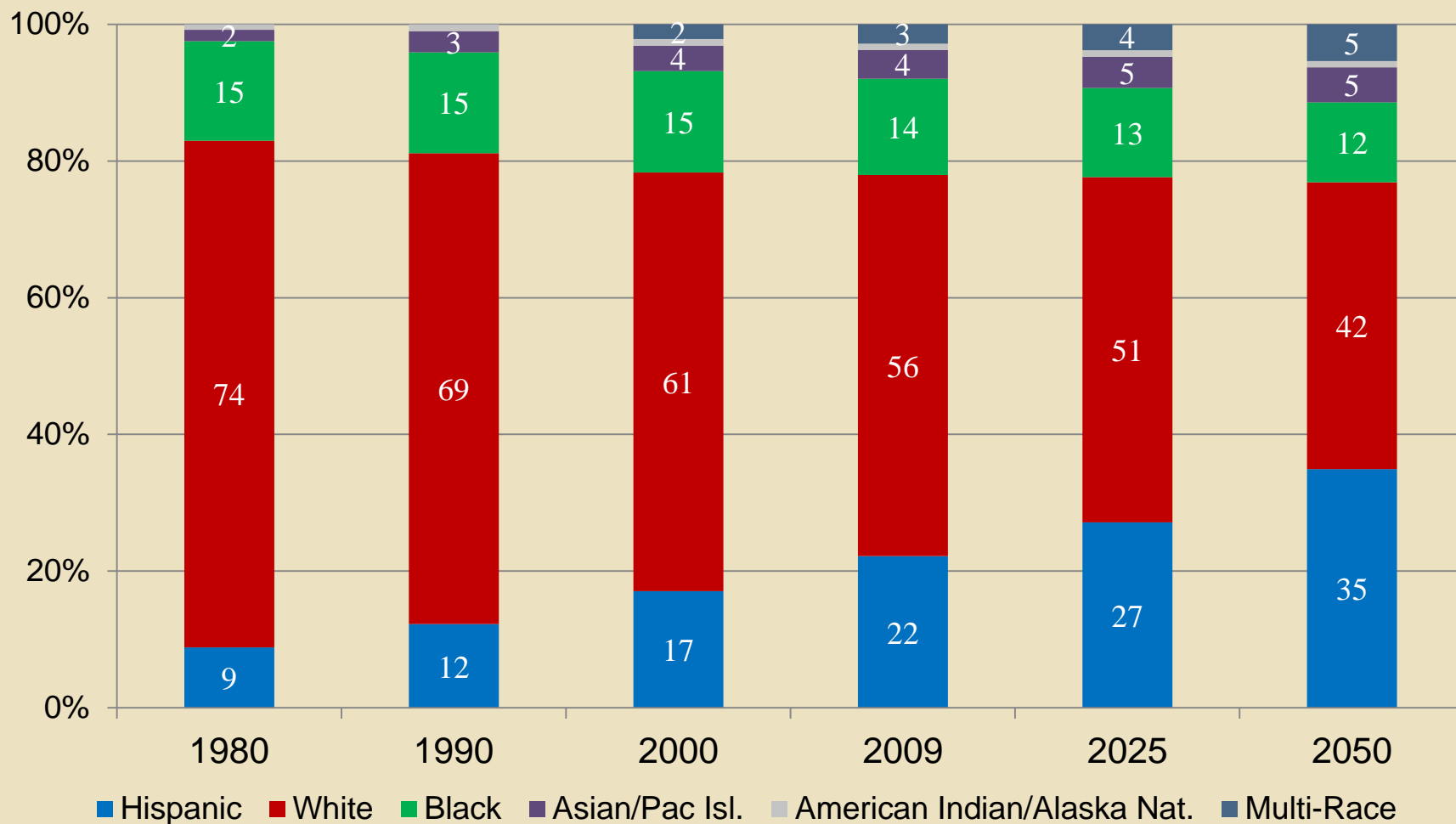
Note: Hispanics may be of any race. Racial groups include only non-Hispanic members. Multi-race data not available before 2000.
Source: US Census Bureau estimates and projections. Projections use Constant Net International Migration Series.

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Children of immigrants as a share of U.S. children – 1970-2005

21.6%

Born in U.S. 17.2%

Foreign-Born

4.4%

6.1%

20%

15%

10%

5%

0%

1965   1970   1975   1980   1985   1990   1995   2000   2005

Sources: Urban Institute Tabulations from 2005 CPS, March Demographic and Economic Supplement; 1970, 1980, 1990, and 2000 Census Integrated Public Use Microdata Samples (IPUMS).
Note: Children of Immigrants have at least one parent born outside the United States.

The Second Generation Now Makes Up Dramatically Larger Shares of Both Latino and Asian Children
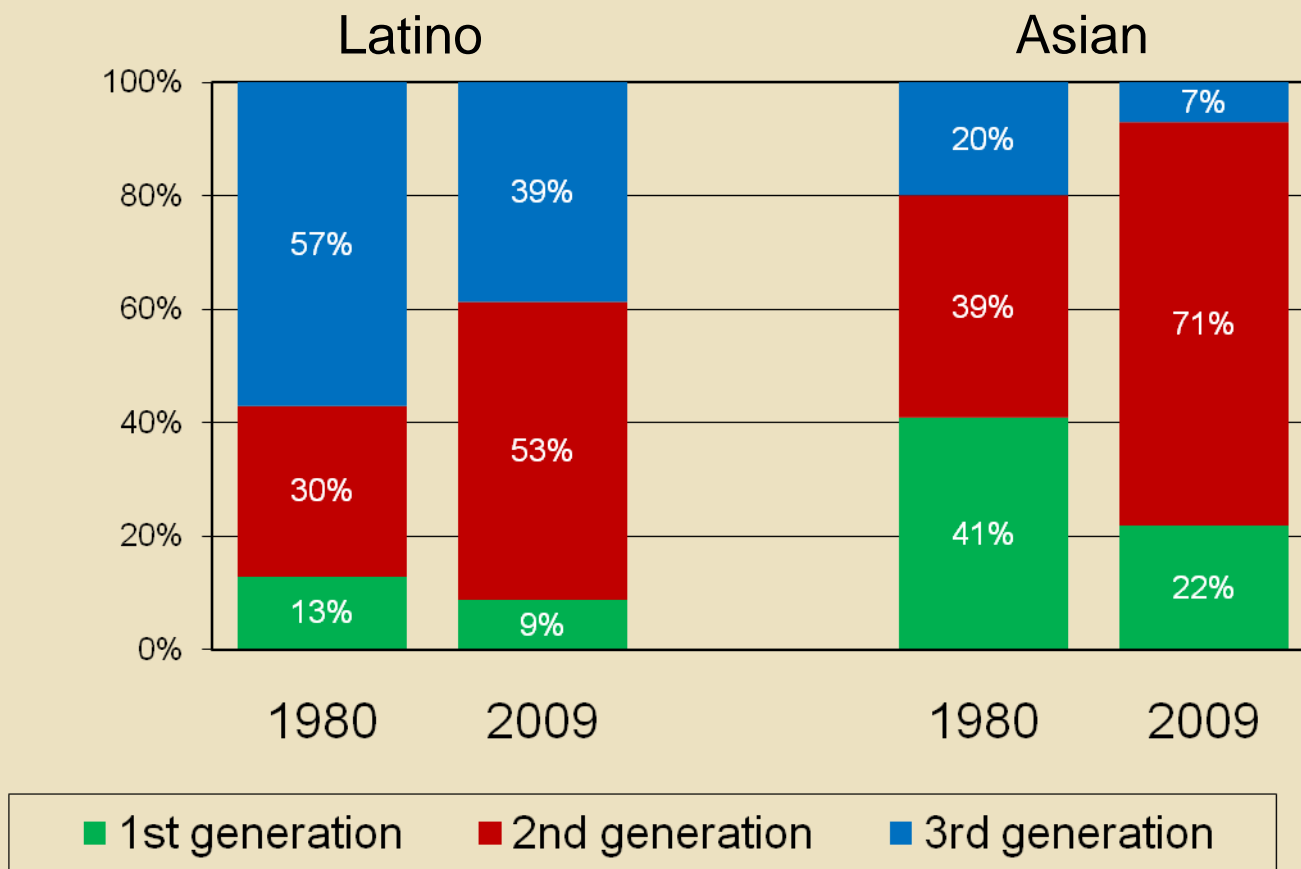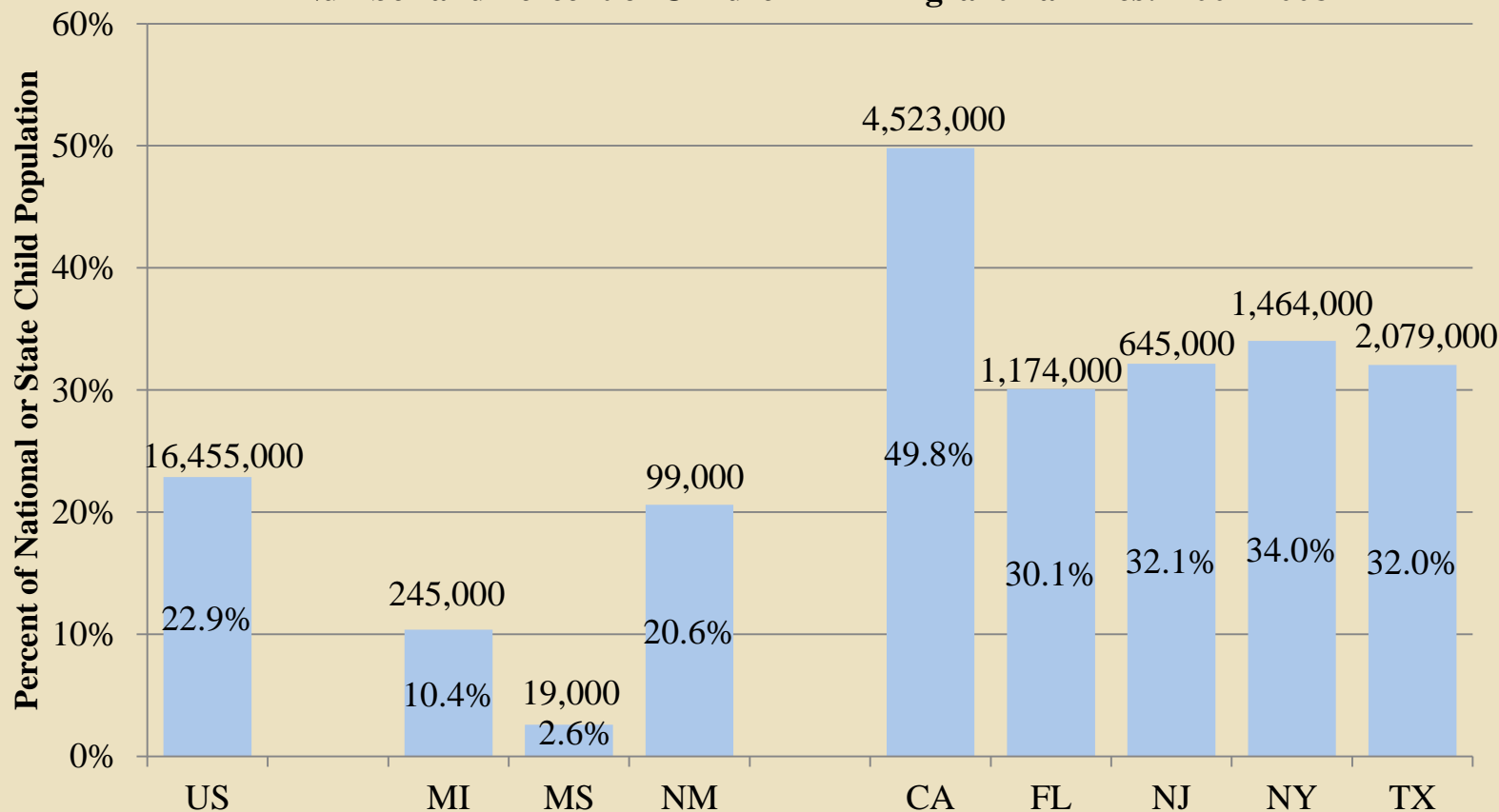

Notes: Children defined as under 18. First generation defined as being foreign born. Second generation defined as having at least one resident parent foreign-born. Third generation defined as having all resident parents native-born. Generation not determined for children in households with no resident parent. Parents include step or adopted parents.

Sources: Diversitydata.org analysis of 1980 Decennial Census, 5% PUMS and 2009 American Community Survey PUMS, accessed through Integrated Public Use Microdata Series: Minneapolis: University of Minnesota.

Children in Immigrant Families in the W.K. Kellogg Foundation Priority Areas

Number and Percent of Children in Immigrant Families: 2007-2008

Y-axis: Percent of National or State Child Population (0% to 60%)

- US: 16,455,000 — 22.9%
- MI: 245,000 — 10.4%
- MS: 19,000 — 2.6%
- NM: 99,000 — 20.6%
- CA: 4,523,000 — 49.8%
- FL: 1,174,000 — 30.1%
- NJ: 645,000 — 32.1%
- NY: 1,464,000 — 34.0%
- TX: 2,079,000 — 32.0%

Note: A child of immigrants (or a child in an immigrant family) is defined as a person under age 18 who resides with at least one foreign-born parent. Numeric values above bars represent number of children in immigrant families.
Source: The Urban Institute. Data from the Integrated Public Use Microdata Series datasets drawn from the 2005 - 2008 American Community Survey.
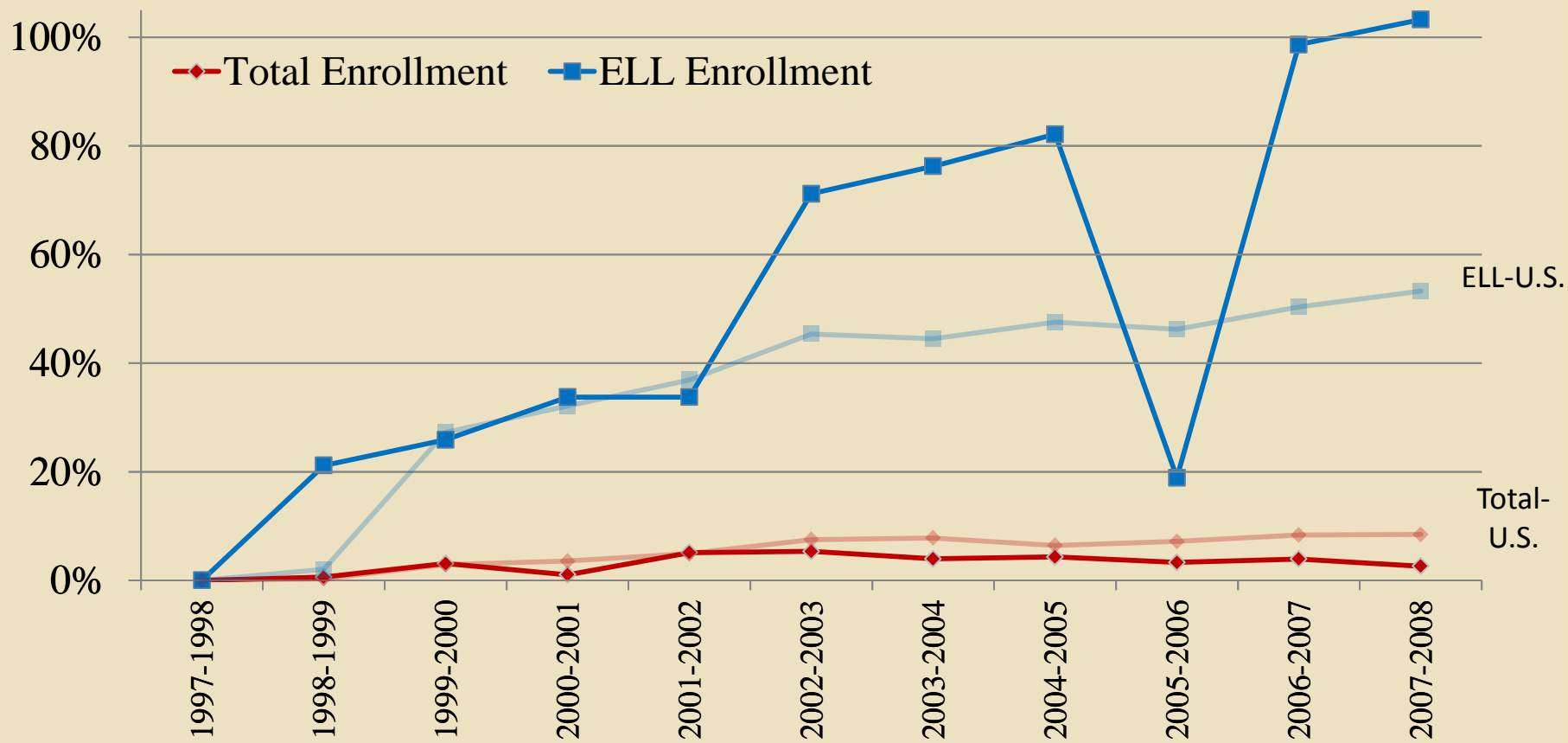
Issues Facing Immigrant Children: Implications for their Educational Equity

- Immigrants represent a large fraction of the U.S. workforce, especially in low-wage sectors.
  - This has important implications for their children.
- Diversity of immigrant children
  - Race, national origin, SES
  - Children in mixed families
  - Foreign born – legal
  - Foreign born – undocumented
  - US born of at least one parent who is not a citizen
  - US born of at least one parent who is undocumented
- Resilience/Vulnerability
  - The health uninsurance rate is 33% among immigrants compared to 13% among the US-born

Percent Change in ELL Enrollment in MI From 1997-1998

Legend: Total Enrollment, ELL Enrollment

Labels: ELL-U.S., Total-U.S.

Y-axis: 0%, 20%, 40%, 60%, 80%, 100%

X-axis: 1997-1998, 1998-1999, 1999-2000, 2000-2001, 2001-2002, 2002-2003, 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008

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Demographic shifts that reflect immigration trends are accompanied by growth in ELL enrollment…

ELL Enrollment Trends-Absolute & Growth

	ELL Enrollment	% Change from 1997-1998	Absolute Change from 1997-1998
1997-1998			
U.S.	46,023,969		
MI	1,649,769		
2007-2008			
U.S.	49,914,453	8.5%	3,890,484
MI	1,692,716	2.6%	42,947

Source: Migration Policy Institute. Data Sources: State Title III Directors and 2007/08 State CSPR. National Clearinghouse for English Language Acquisition and Language (NCELA), State Title III Information System, www.ncela.gwu.edu/t3sis. NCELA's The Growing Numbers of English Learner Students 1997/98-2007/08.

Relative Size of Immigrant Child & ELL Populations

	ELL Enrollment	Number of Children of Immigrants	Ratio (ELL / Children of Immigrants)
2005-2008			
U.S.	49,914,453	16,455,000	3.0x
MI	1,692,716	245,000	6.9x

Note: A child of immigrants (or a child in an immigrant family) is defined as a person under age 18 who resides with at least one foreign-born parent .
Sources: Children of Immigrant data-The Urban Institute. Data from the Integrated Public Use Microdata Series datasets drawn from the 2005 - 2008 American Community Survey. ELL Enrollment data- Migration Policy Institute. Data Sources: State Title III Directors and 2007/08 State CSPR. National Clearinghouse for English Language Acquisition and Language (NCELA), State Title III Information System, www.ncela.gwu.edu/t3sis. NCELA's The Growing Numbers of English Learner Students 1997/98-2007/08.

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NAEP RESULTS

Overview <u>of NAEP</u> Discussion

- Why NAEP? What can we learn from NAEP about diverse learners?
  - How can NAEP results enhance our knowledge base that starts with MEAP (Michigan Educational Assessment Program)?
- About NAEP
- NAEP General Results
  - Grades: Grades 4 and 8
  - Subjects: Reading and Math
  - Subgroups:
    - Race/ethnicity groups
    - Students Eligible for National School Lunch Program (NSLP)
    - ELLs
- More detailed discussion about NAEP inclusion/exclusion policies/rates
- Using NAEP to Understand Equity Issues
  - An Example: ELL Students

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Why NAEP?

- **Offers another data point:** NAEP provides additional data about student achievement in Michigan.

  - The NAEP assessment is distinct from MEAP – provides information about student performance based on a separate assessment tool.

- **Allows for cross-state comparisons:** Because students throughout the U.S. participate in NAEP, the performance of Michigan students on NAEP can be compared to students in other states – this is not possible with MAEP data.

- **Enhances our interpretation of MEAP Results:** By offering supplemental information about Michigan students, NAEP results can help us to understand patterns and results found in MEAP

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About NAEP: General

- **What is NAEP?**

- **Who is Assessed and When?**

- **NAEP Supplemental Surveys (Student, Teacher, School, ELL/SDD)**

- **Overview of Exclusion/Inclusion Policies & Accommodations**

Content to Come

DRAFT

About NAEP: Achievement Levels

NAEP Achievement-Level Policy Definitions	
Basic	**Partial mastery** of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	**Solid academic performance** for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	**Superior performance.**

Source: NCES,
http://nces.ed.gov/nationsreportcard/reading/achieve.asp

NAEP Achievement Level Definitions – Example Grade 4 NAEP Reading

Table 1. U.S. Department of Education English language descriptors for each NAEP achievement level in the reading achievement level reports and reading frameworks, and an estimated range of "lett grades" describing each NAEP achievement level.

NAEP Achievement Level	NAEP English Language Descriptor	Range of Grades
Advanced		TAG | A+
Proficient	Some of the best students you know Many words and terms above grade level Mastery	A | B+
Basic	Proficiency in subject (common meaning) Overall understanding of grade-appropriate text More than minimal competency	B | C-
Below *Basic*	Minimally competent	D+ | F

NAEP and MEAP Results - ELL Students Grade 4 Reading SY2008-2009

MEAP Levels	Not Proficient	Partially Proficient	Proficient	Advanced
MAEP Exclusion Rate: 3%	The student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the grade level expectations defined for Michigan students.	The student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the grade level expectations defined for Michigan students.	The student's performance indicates understanding and application of key grade level expectations defined for Michigan students. The student needs continued support to maintain and improve proficiency.	The student's performance exceeds grade level expectations and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.
	6%	33%	55%	7%

NAEP Levels	Below Basic	At Basic	At Proficient	At Advanced
NAEP Exclusion Rate: 19%		Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.	Superior performance.
	65%	26%	9%	<1%

Source: MEAP data from Michigan Department of Education Fall 2008 MEAP Statewide Demographic Report, Accessed http://www.michigan.gov/documents/mde/FALL_2008_STATEWIDE_MEAP_DEMOGRAPHIC_RPT_273322_7.pdf. NAEP data from NAEP Data Explorer (NDE).

How are different types of student subgroups in Michigan faring?

Group/Subgroup	Avg Scale Score
SD-Black	166
SD	189
Black-Boys	191
NSLP-Black	191
Black	194
ELL	194
Hispanic-Boys	196
SD-White	196
Black-Girls	197
Not SD-Black	197
Not NSLP-Black	202
NSLP-Hispanic	203
NSLP	204
Hispanic	206
Basic Cut Point	**208**
Not SD-Hispanic	210
NSLP-White	211
Male	214
Hispanic-Girls	215
All students	218
Not ELL	219
White-Boys	221
Female	222
Not SD	222
White	225
White-Girls	228
Not SD-White	228
Not NSLP	229
Not NSLP-White	232
API	234
Not SD-API	235
Proficient Cut Point	**238**
Not NSLP-API	242
Advanced Cut Point	**268**

NAEP Grade 4 Reading (MI) - 2009

Advanced Cut Point, 268

Not NSLP-API, 242
Proficient Cut Point, 238

Male, 214
BASIC CUT POINT, 208

76 Point Gap Between Asian Pacific Islanders-Not Eligible for NSLP and Black Students with Disabilities

SD-Black, 166

NAEP AVERAGE SCALE SCORE
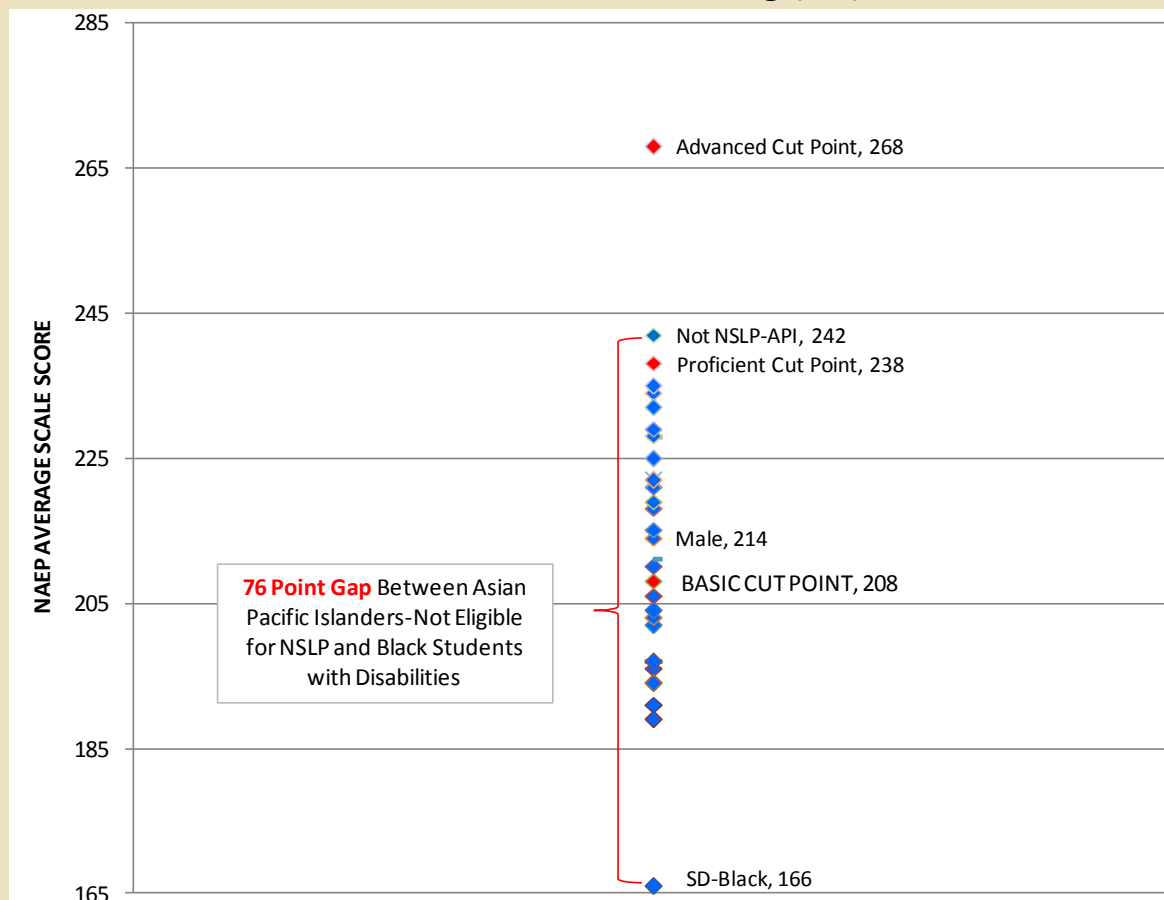
Rough rule of thumb:
10 pts on NAEP scale ~ 1 year of schooling

Each diamond on chart represents a group/subgroup from table on left.

DRAFTGAPS Data Dashboard

	~1 yr of schooling	~2 yrs of schooling	~3 yrs of schooling

To be updated with Just Subgroups R/E, NSLP Elig. and ELL

GROUP/SUBGROUP	AVG SCALE SCORE	GAPS		
All students	218			
Gender:				
Male	214	-8		
Female	222	8		
Race/Ethnicity[1]:				
White	225			
Black	194	-31		
Hispanic	206	-19		
API	234	9		
Race/Ethnicity by Gender[2]:			*Within Race-Gender Gap*	*Within Gender-Race Gap*
White-Girls	228		7	
White-Boys	221		-7	
Black-Girls	197			-31
Black-Boys	191			-30
Hispanic-Girls	215		19	-13
Hispanic-Boys	196		-19	-25
National School Lunch Prog. Eligibility:				
Eligible	204	-25		
Not Eligible	229	25		
NSLP Eligibility by R/E[3]:			*Within Race-NSLP Gap*	*Within NSLP-Race Gaps*
White-Elig.	211		-21	
White-Not Elig.	232		21	
Black-Elig.	191		-11	-20
Black-Not Elig.	202		11	-30
Hispanic-Elig.	203			
Asian/Pac. Islander-Not Elig.	242			10
English Language Learners:				
ELL	194	-25		
Not ELL	219	25		
Students with Disabilities:				
SD	189	-33		
Not SD	222	33		
Students with Disabilities by R/E[4]:			*Within Race, SD Gaps*	*Within SD, Race Gaps*
White-SD	196		-32	
White-Not SD	228		32	
Black-SD	166		-31	-30
Black-Not SD	197		31	-31
Hispanic-Not SD	210			
Asian/Pac. Islander-Not SD	235			

Notes to Gap Data Dashboard on Prior Page (DRAFT):

All reported gaps are statistically significant; p-value < 0.05 based on…..See ____ for additional technical information on statistical tests.

(1) Data N/A for Am. Indian-Did not meet NAEP reporting standards.

(2) Data N/A for Asian/Pac. Islanders or Am. Indian-Did not meet NAEP reporting standards.

(3) Data N/A for Hispanic-Not Elig., Asian/Pac. Islander-Elig., or Am. Indian students-Did not meet NAEP reporting standards.

(4) Data N/A for Hispanic-SD, Asian/Pac. Islander-SD

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Race/Ethnicity Gaps and Gender in Michigan
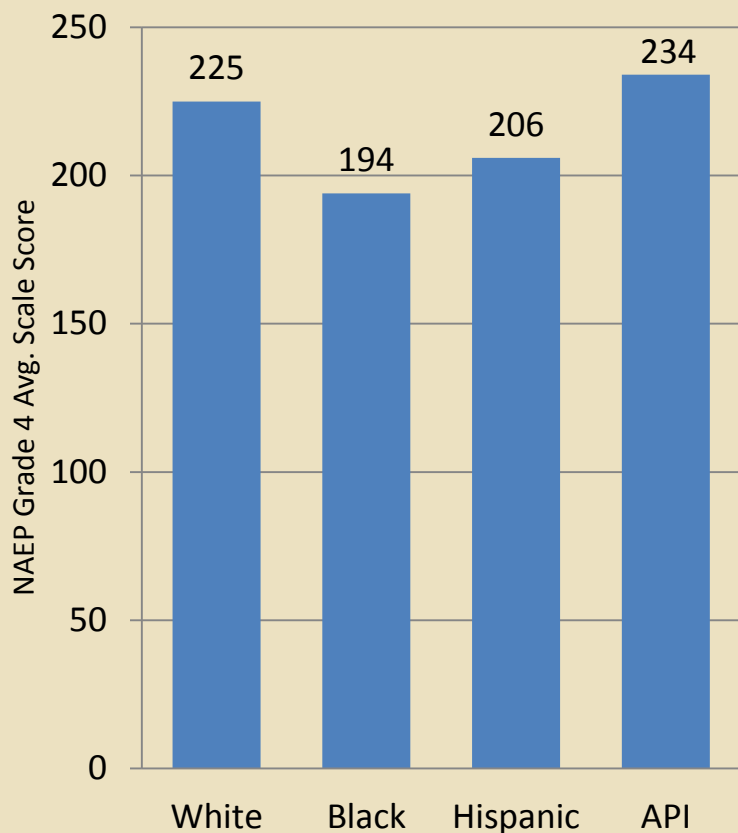
Overall:

- Black students score ~30 points lower than white students
- Hispanic students score ~20 points lower than white students
- Asian/Pac. Islander students score ~10 points higher than white students
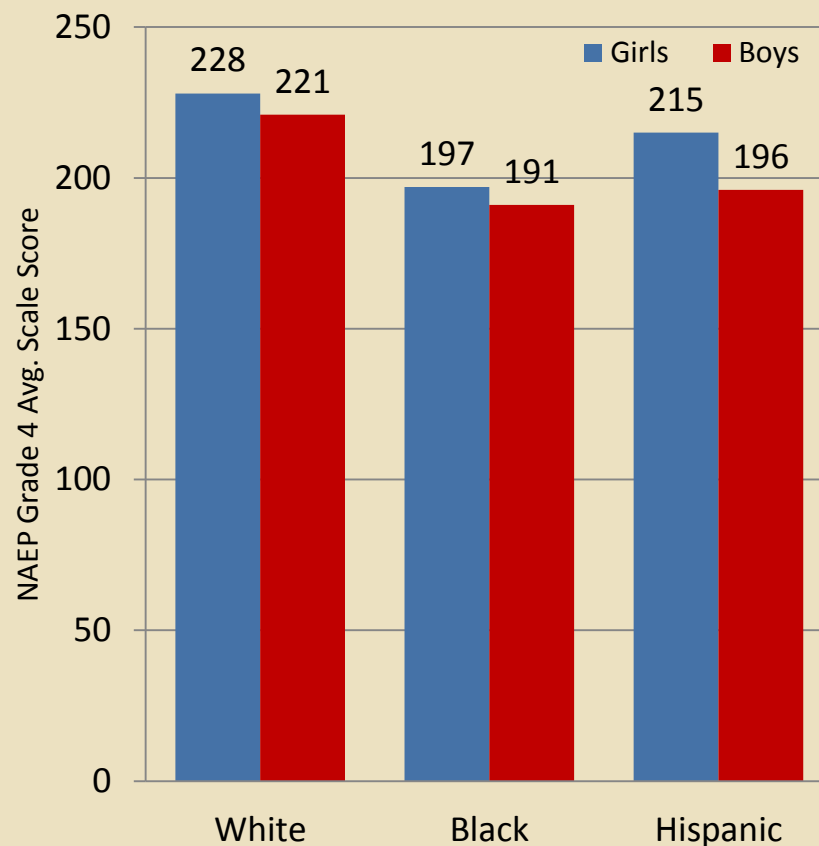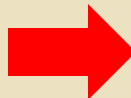
By-Gender Results Tell More Complicated Story:

- Amongst white and Hispanic students, girls score stat. significantly higher than boys
  - More pronounced for Hispanics
- While Hispanic girls still lag white girls, most vulnerable groups are black girls/boys and Hispanic boys

Race/Ethnicity Gaps and Income in Michigan

→ **Race/ethnicity gaps are not just due to differences in SES**
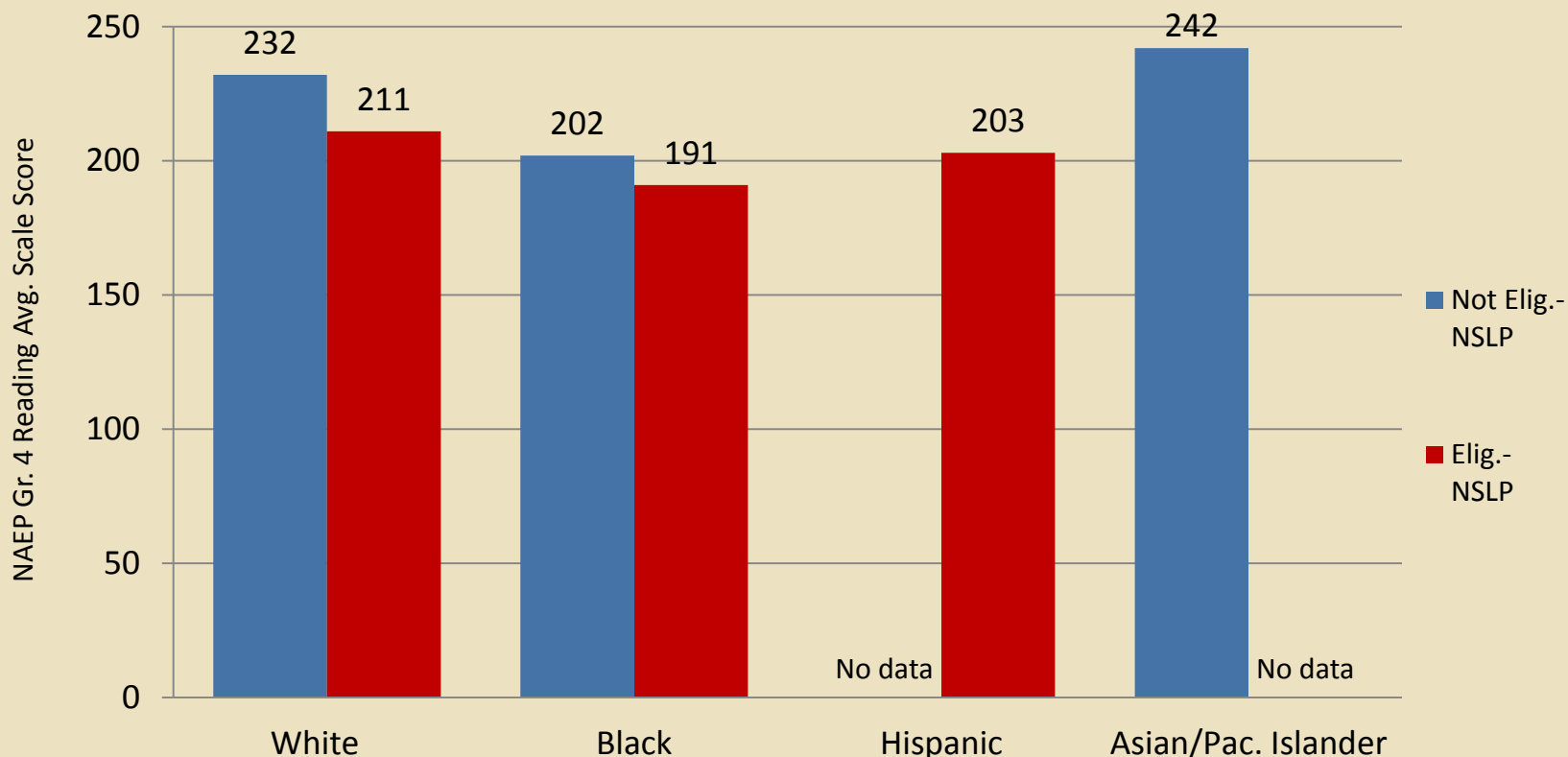
- ➤ Within both black and white subgroups, NSLP eligible students score sign. lower
- ➤ Looking within NSLP status and across race, gaps are greater at higher levels of SES:
  - – The gap between <u>black NSLP elig.</u> and <u>white NSLP elig.</u> = 20 points
  - – The gap between <u>black Not NSLP elig.</u> and <u>white Not NSLP elig.</u> = 30 points

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More Detailed Discussion of NAEP Inclusion/Exclusion Rates and Accommodation Practices

Percent of All Grade 4 Students in State Identified as ELL (2009)
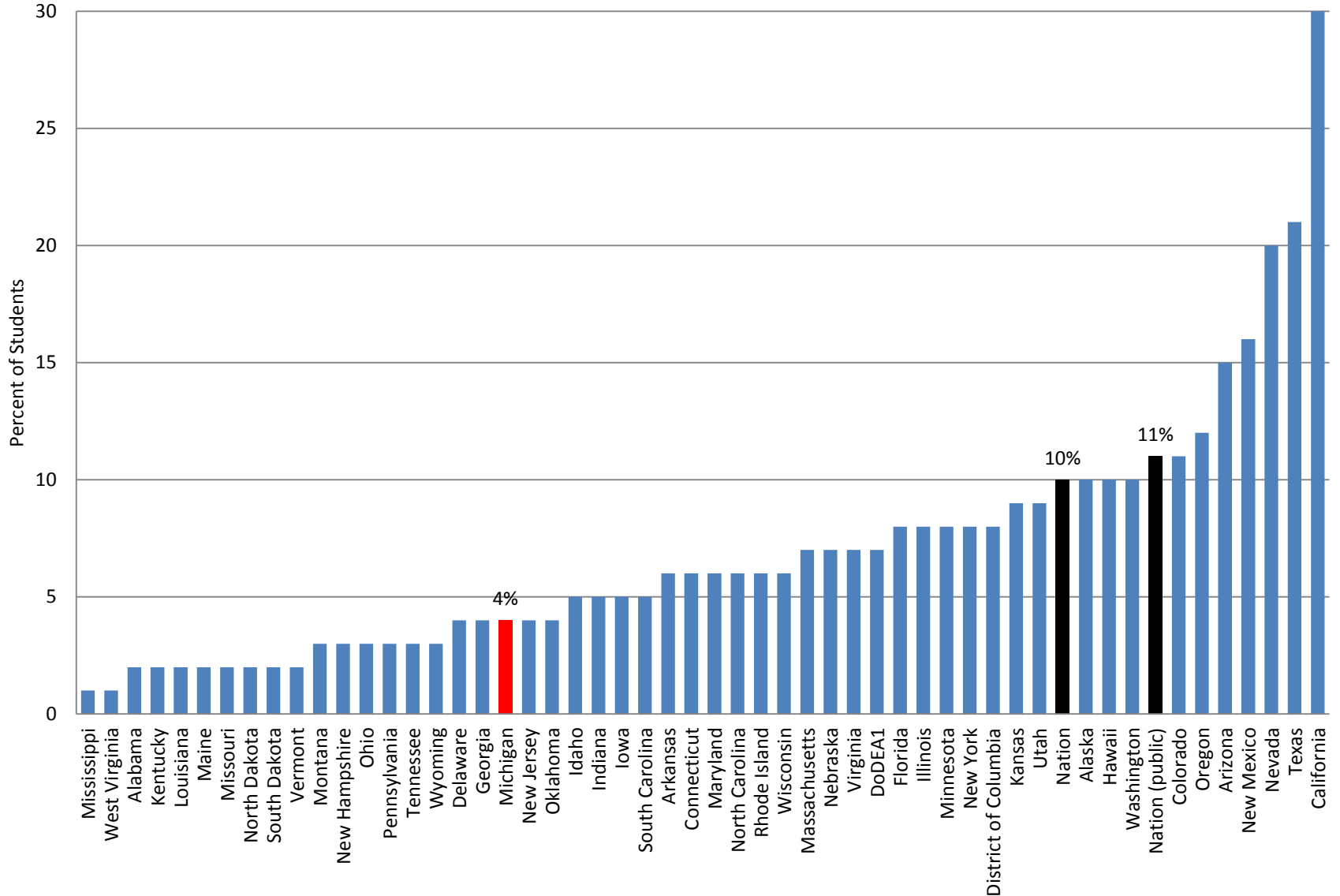
Percent of Grade 4 Students Identified as ELL Assessed (2009)

81%

84% 84%
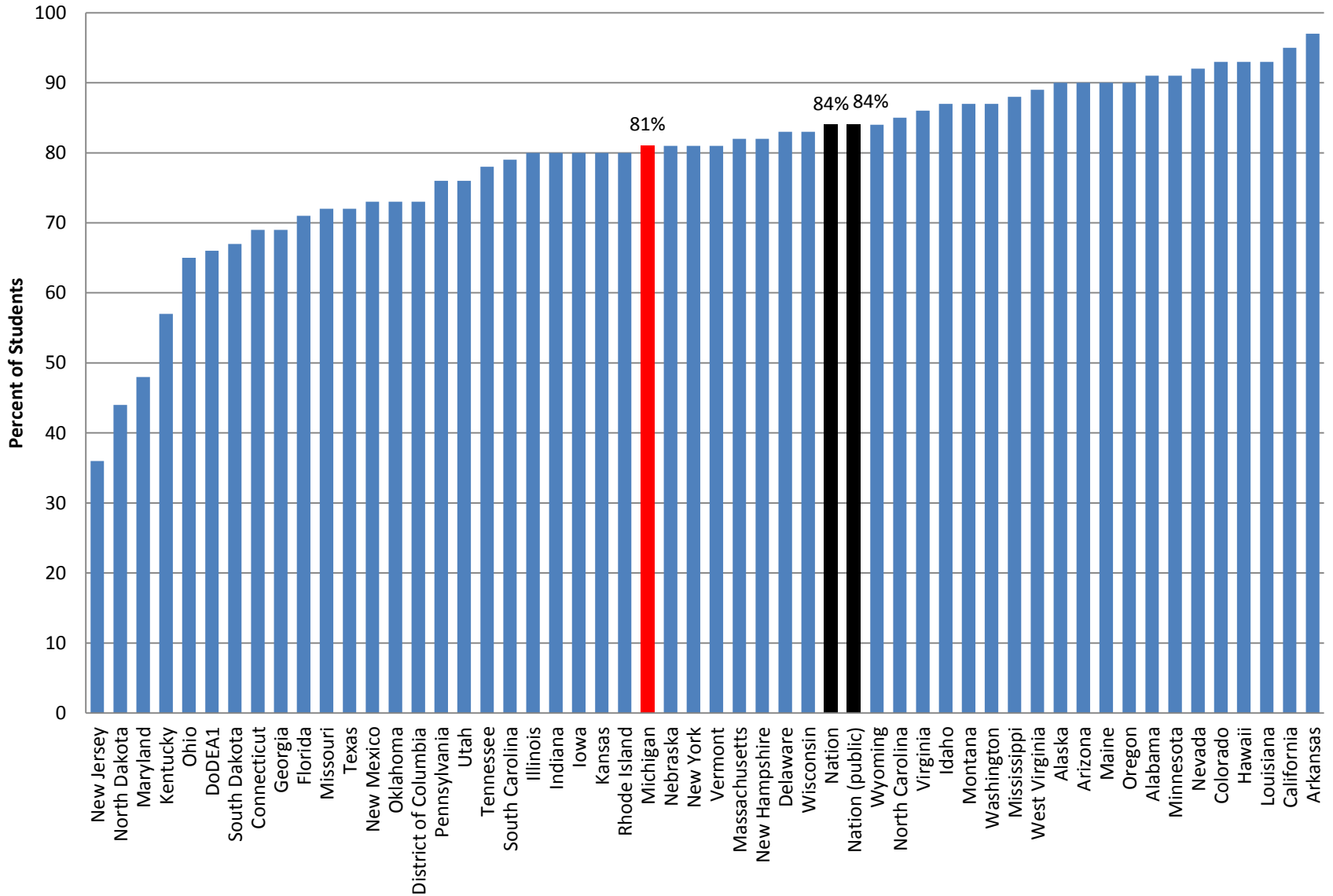
Among Grade 4 Students Identified as ELL and Assessed, Those Assessed with Accommodations
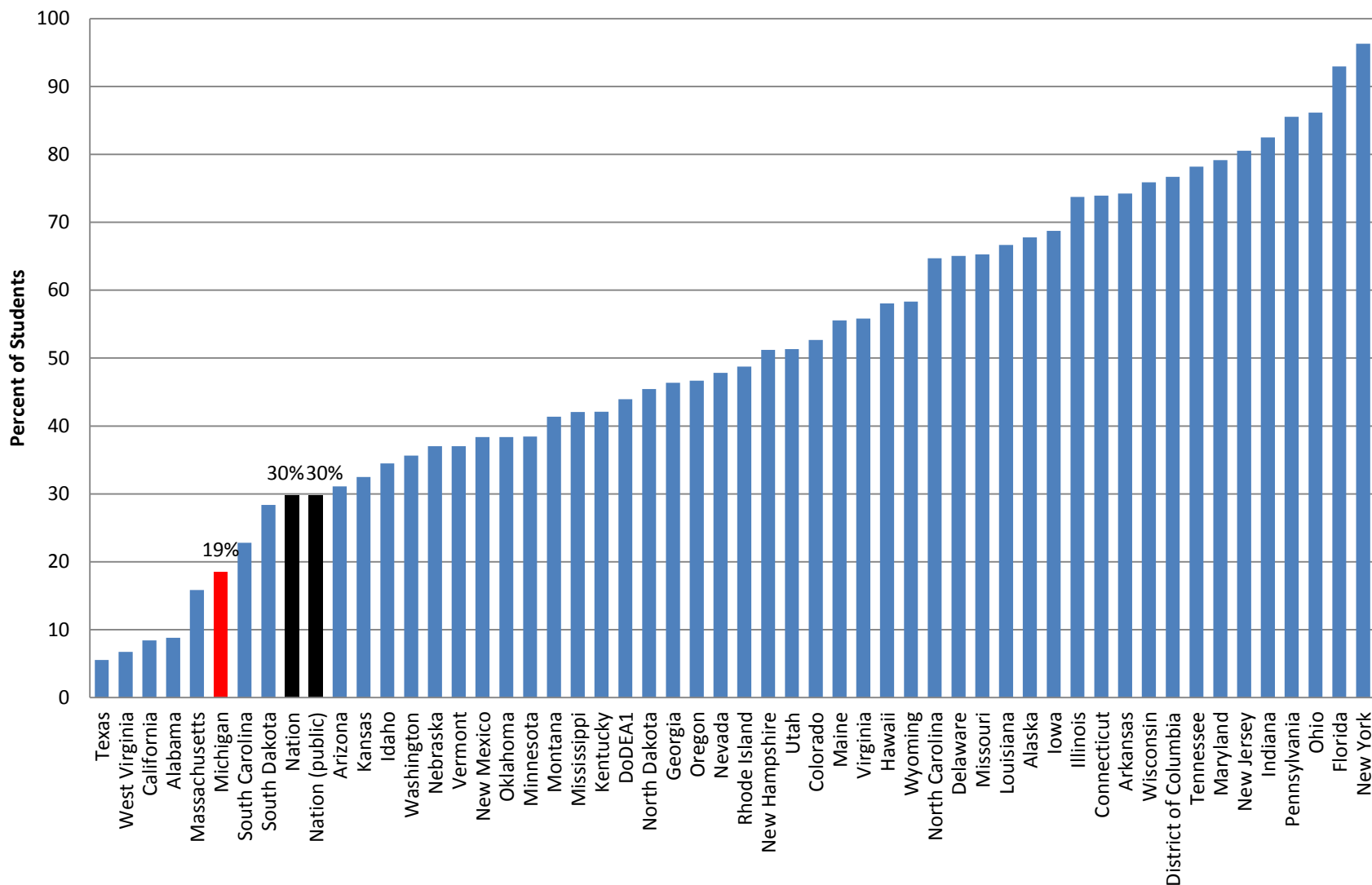
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Using NAEP to Understand Equity Issues
An Example: ELL Students

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English Language Learners
(Grade 4; Source: NAEP)

All Students

Black 19%

Hispanic 5%

API 3%

Am. Indian 1%

Unclassified 1%

White 71%

English Language Learners

White 46%

Black 1%

Hispanic 38%

API 15%

ELL 3%

Not ELL 97%
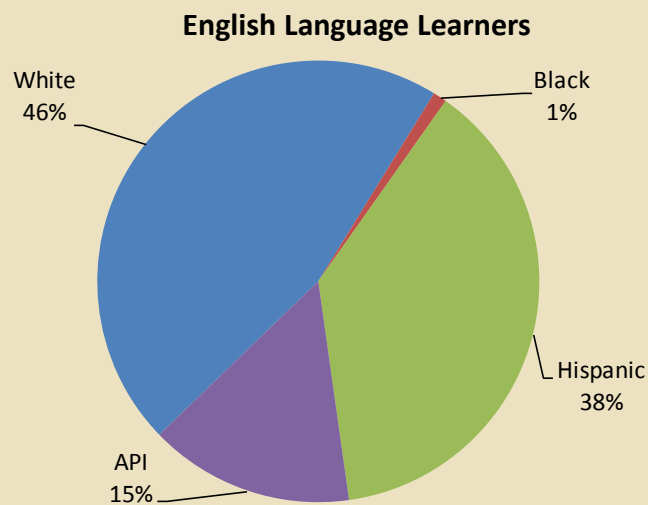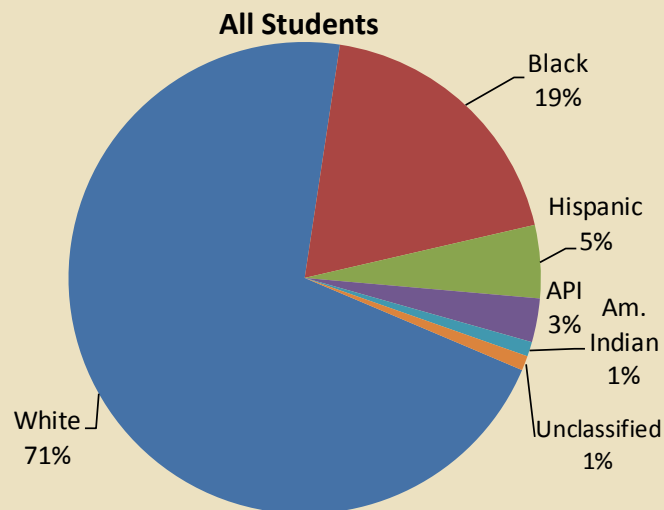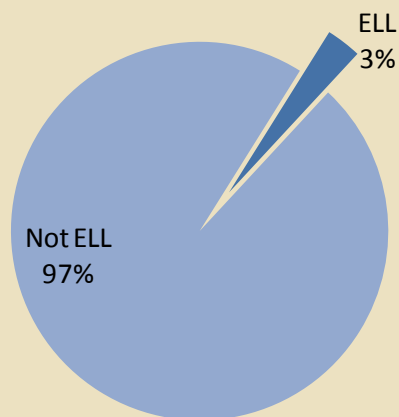
English Language Learners in Michigan [DELETE Students with Disabilities Info /Show Percent in NAEP Achievement Levels in MI vs. US]
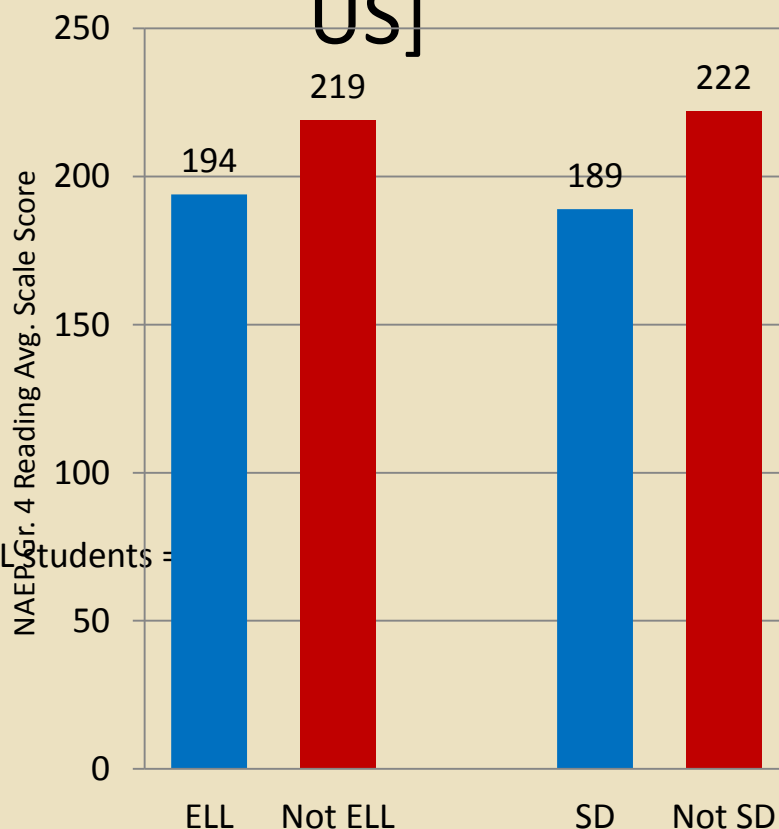
Overall:
➢ Gaps between ELL and Non-ELL students = points

% of Students Attending High, Medium, and Low Percent LEP Schools

US
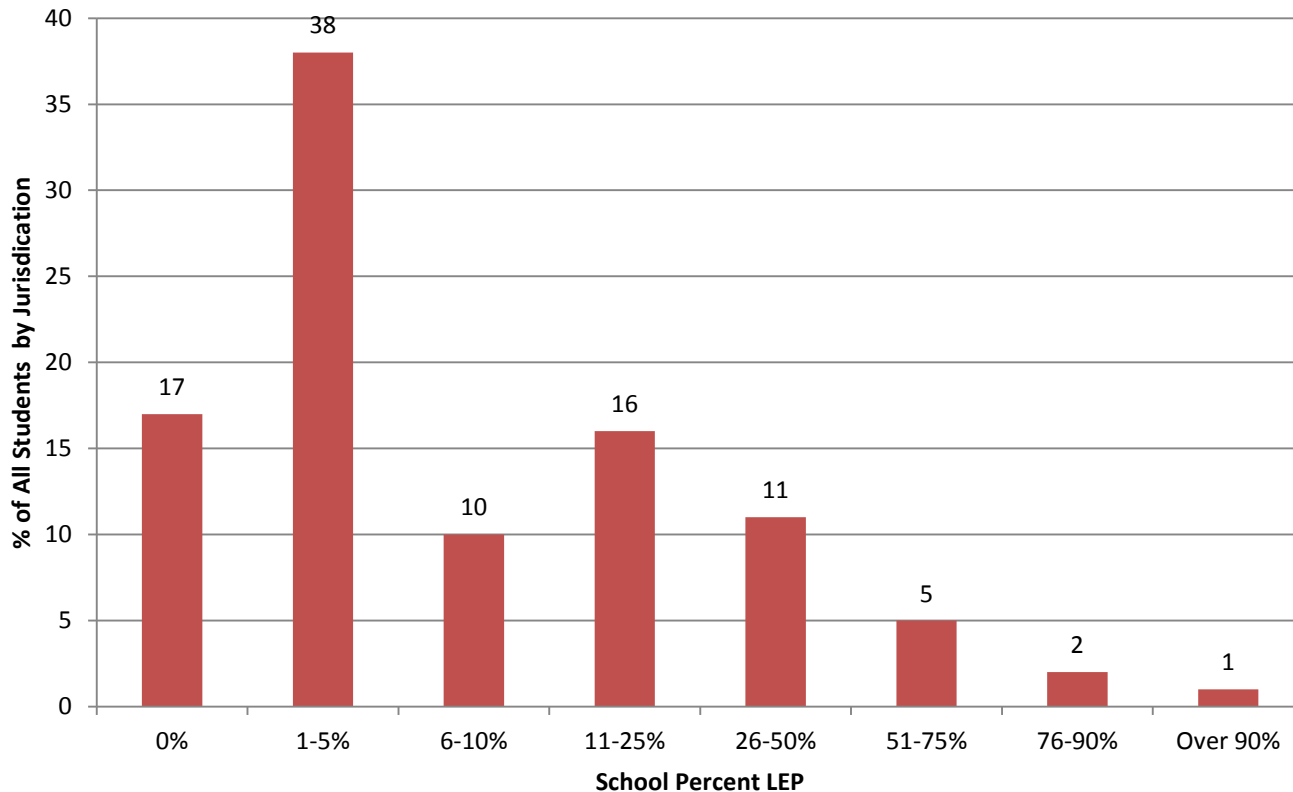
Note: the confidence intervals on this data for MICHIGAN are way too wide to report, trends are similar however, so US is illustrative

- Based on Grade 4 NAEP reading sample results, <u>just over half</u> of students nationally attend schools with 5% or fewer LEP students

% of <u>ELL Students</u> Attending High, Medium, and Low Percent LEP Schools

Note: the confidence intervals on this data for MICHIGAN are way too wide to report, trends are similar however, so US is illustrative
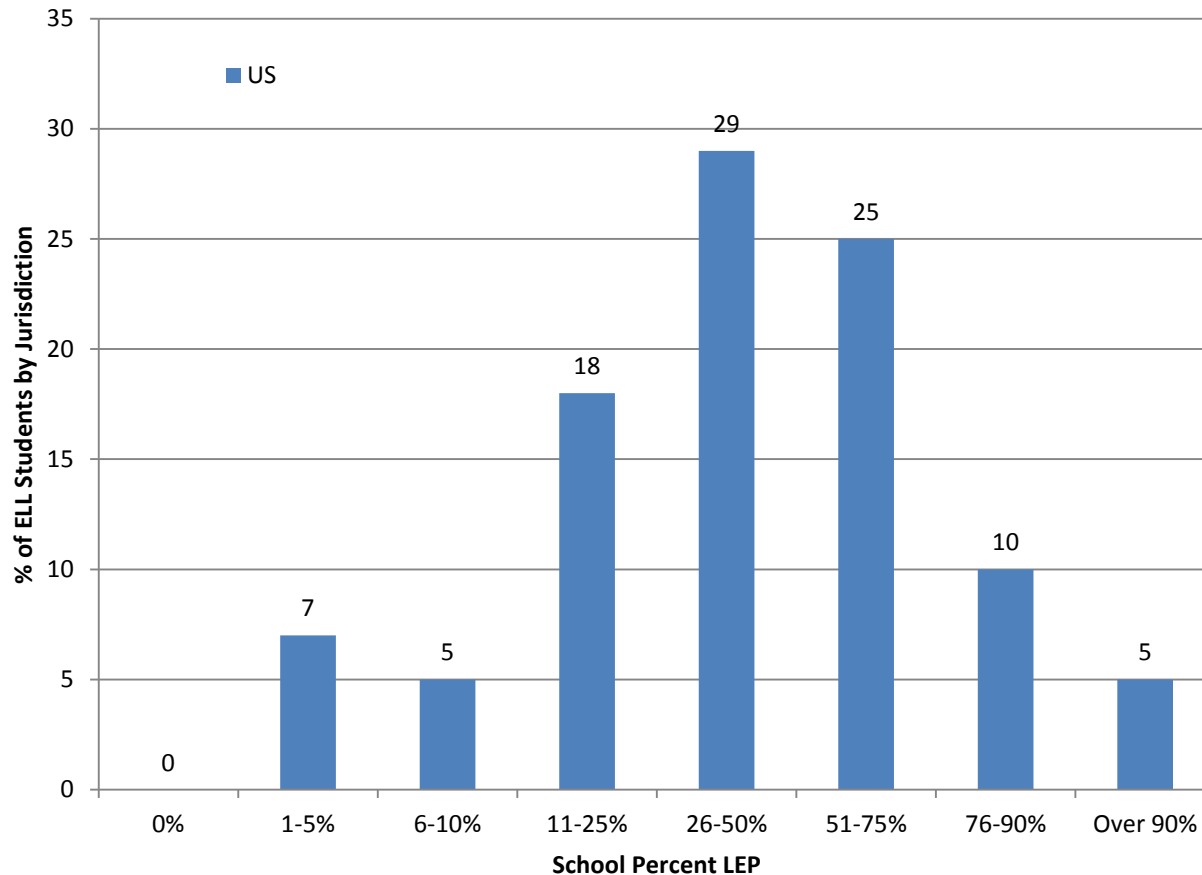
- ELL Students are more likely to attend schools with high percent LEP
- 40% of ELL Students nationally attend majority-LEP schools

% of ELL Students Attending Schools
by % LEP and % Receiving ESL Services (US)

- While <1% of ELL students attend schools with 0% LEP, 14% of ELL students attend schools where NO students receive ESL services
- While the largest proportion of ELL students (55%) attend schools with 26%-75% LEP, only 30% of ELL students attend schools where 26%-75% of students receive ESL services.
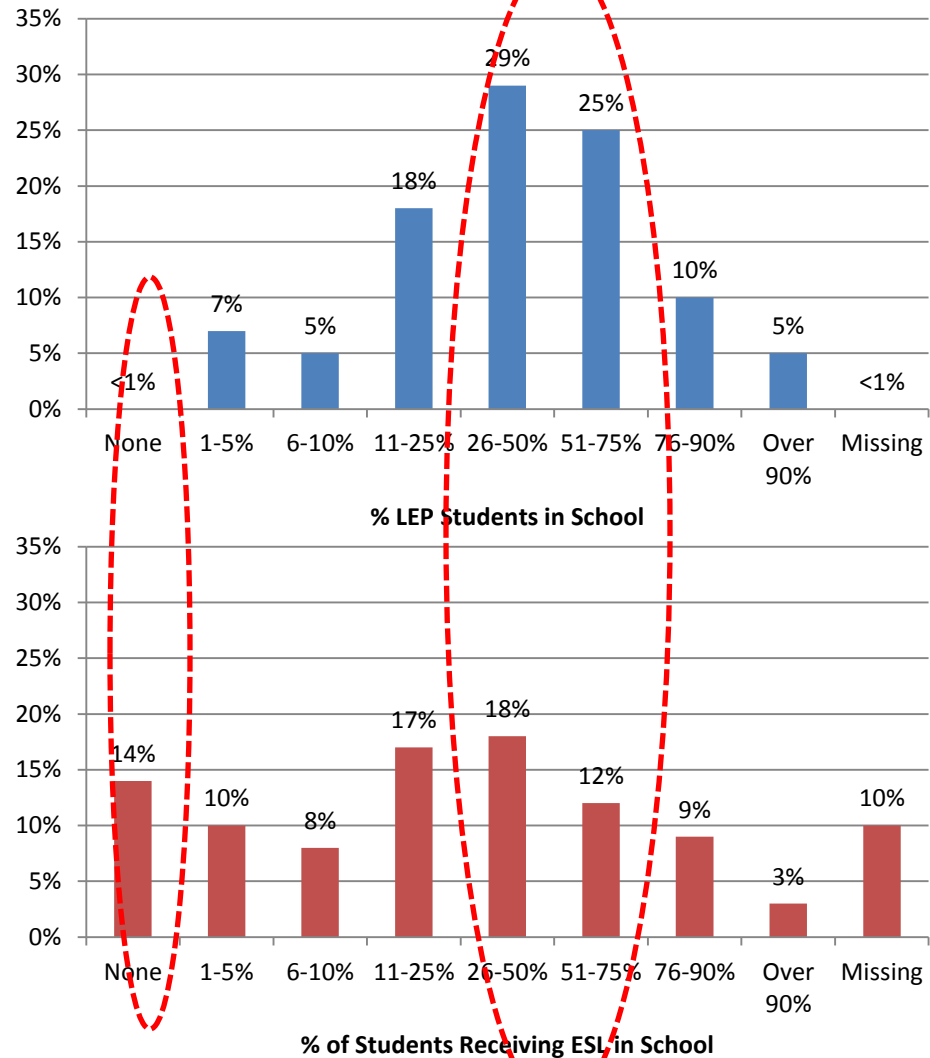
% LEP Students in School

% of Students Receiving ESL in School

% of Students Attending High, Medium, and Low Percent LEP Schools

Note: the confidence intervals on this data for MICHIGAN are way too wide to report, but I just show here as illustrative.

Also, we need to decide our comfort level of analyzing any achievement performance results for ELL students given NAEP exclusion/inclusion policy.

Percent of Students Scoring <u>Below Basic</u> by School Percent LEP
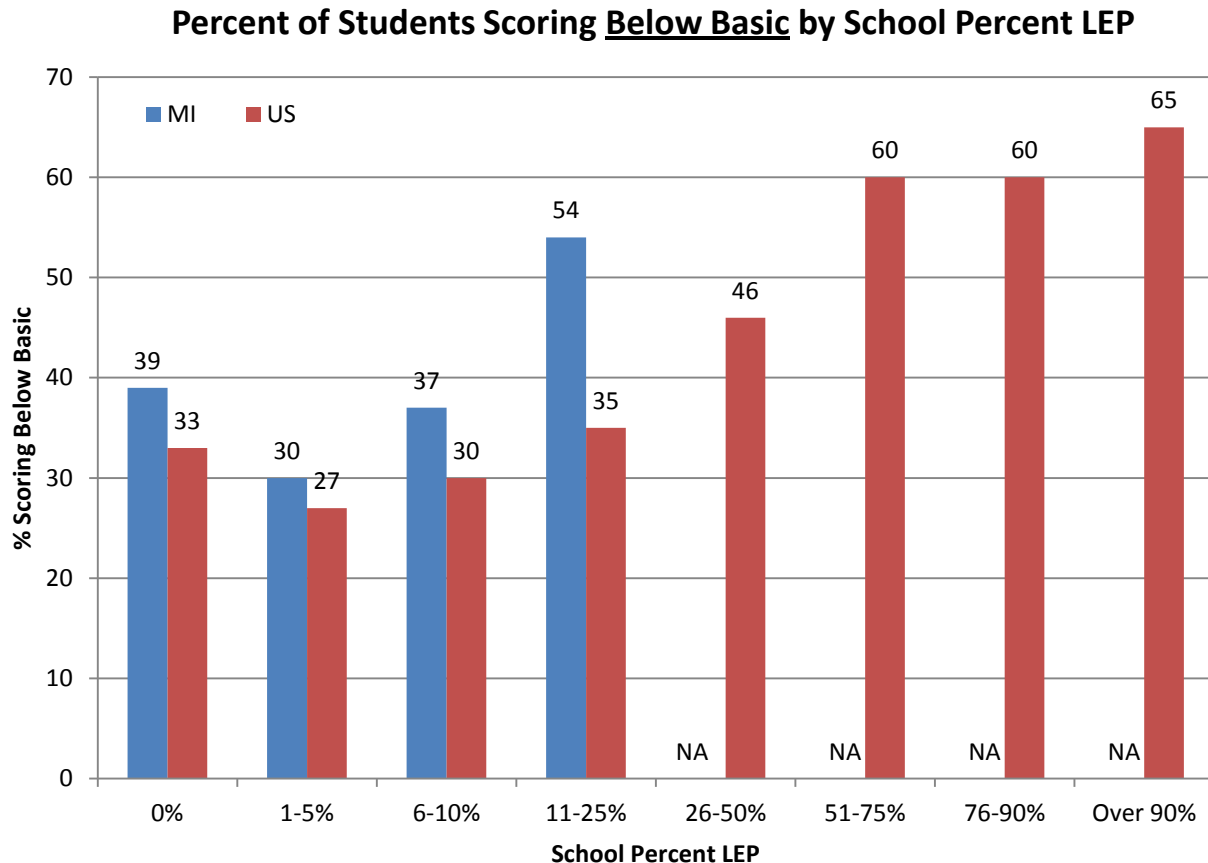
- On average, as school percent LEP increases, so does the percent scoring below basic
- In Michigan, schools with between 11-25% LEP students have higher amounts of students scoring below basic

Overview of % LEP/ELL Students by District/LEA in Michigan

NOTE: There is more we can do with the CCD; we can also so some spatial analysis. Let's discuss this.

% ELL/LEP Students in District/LEA

70%
60%
50%
40%
30%
20%
10%
0%

616 out of 839 (73%) MI LEAs have % LEP = 0%

Each Bar Represents a District/LEA

Source: Common Core of Data (CCD), "Local Education Agency Universe Survey" , 2009-10 v.1a

LEP/ELL Students represent roughly 4% of students in Michigan

ELL Students and NSLP Eligibility

ELL Students Only (US)
Grade 8 NAEP Reading

NSLP Elig. Students Only
Grade 8 NAEP Reading
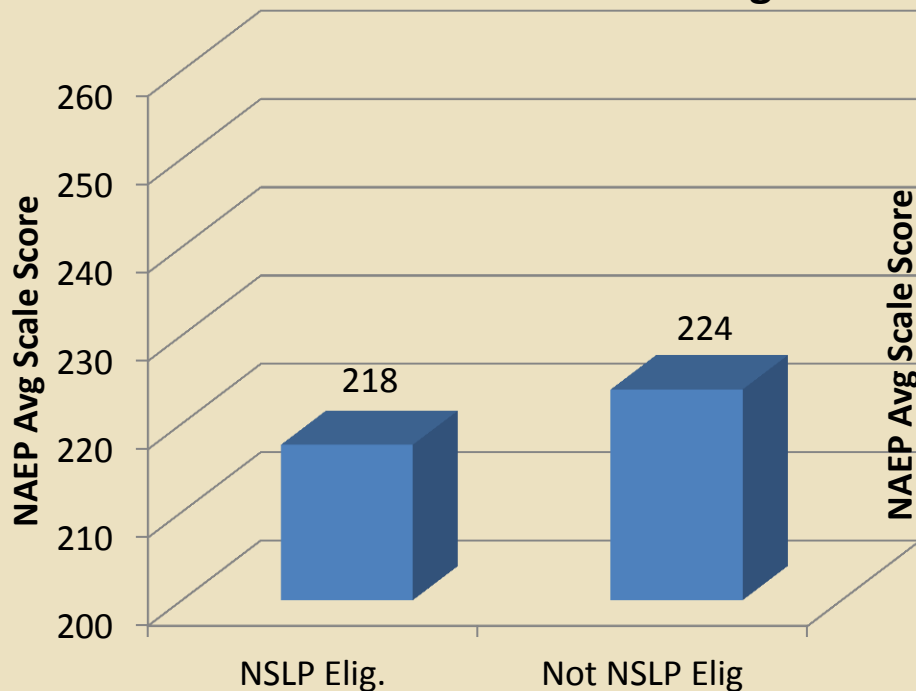
> ➤ Among ELL students nationally, no statistically significant difference between students by NSLP eligibility
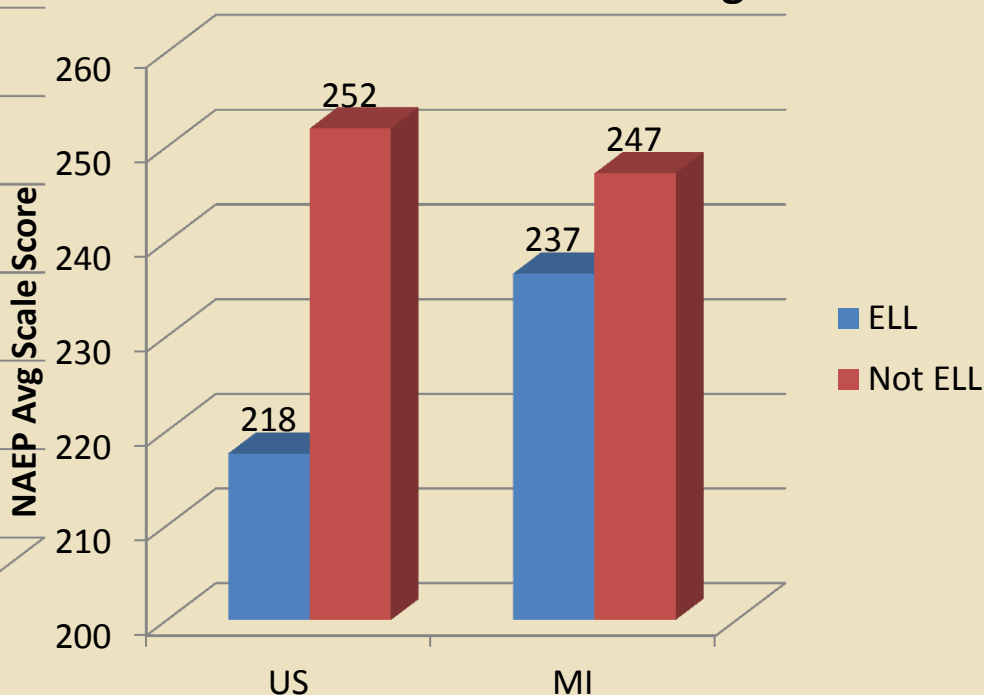
> ➤ Among NSLP Elig. students, the gap between ELL and Not ELL students in MI is significantly smaller than gap nationally, however still equivalent to ~1 yr of schooling.
> ➤ MI NSLP Elig. ELL students also score sign. higher than NSLP ELL students nationally.

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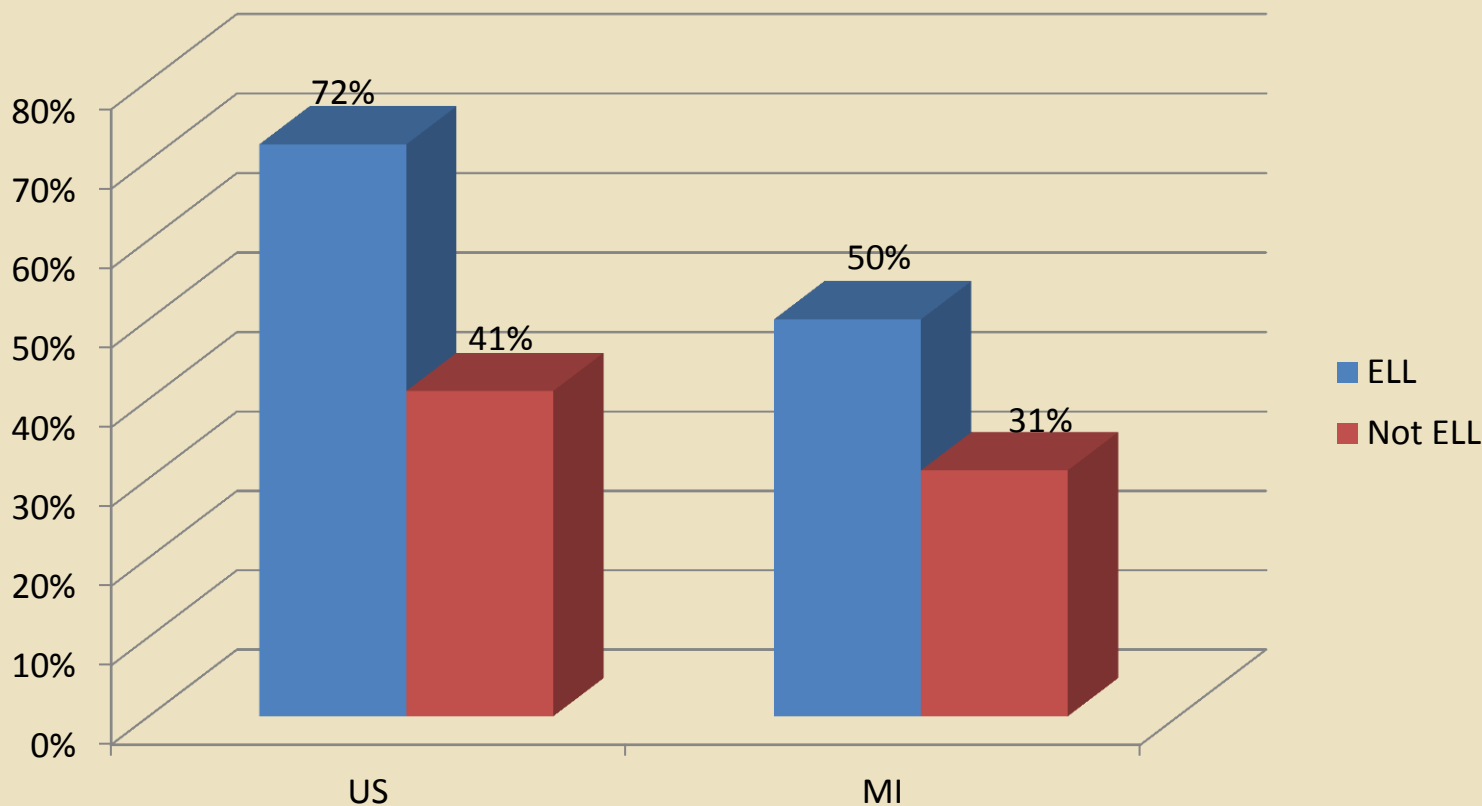
Analysis Using NAEP Home Language Environment Variable

A revised version of this chart will be included.

Frequency that Language Other than English Spoken at Home (Student Report)
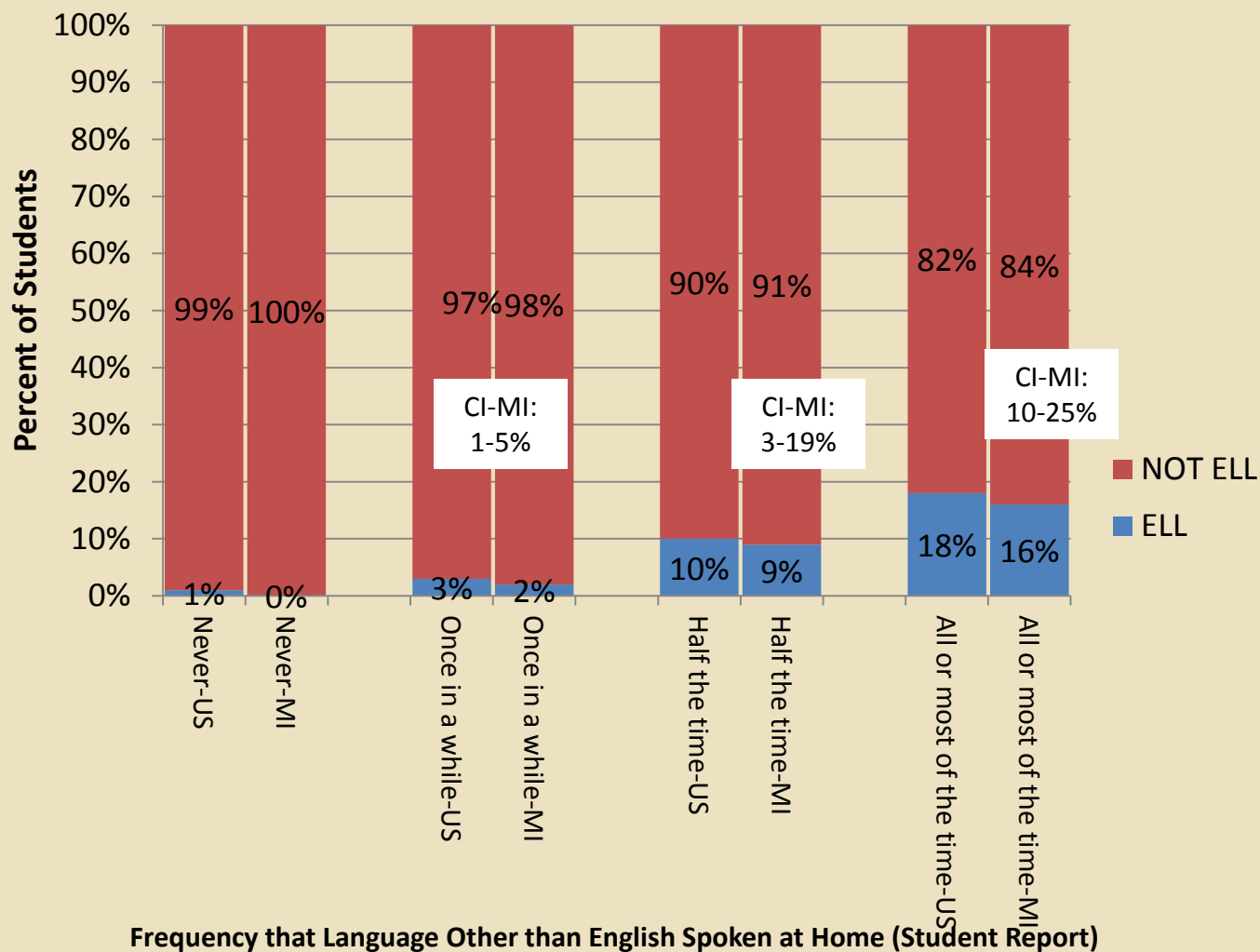
Average Scale Scores by Home Language Environment NAEP Grade 8 Reading, 2009

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Q&A AND DISCUSSION